Comparing Desire to Communicate In Interested Adolescents In Different Styles of Computer Games

Mohammad Ali Fardin[1],Mahmoud Shirazi[2]

[1] M.A Student Educational Psychology, Department Of Psychology,Islamic Azad University Zahedan Branch , Iran
[2] Assistant Professor, Department Of Psychology, University Of Sistan and Baluchestan, Zahedan, Iran
*Corresponding author's E-mail: mshirazi@edpsy.usb.ac.ir

Abstract
The purpose of this study was to Comparing willingness to engage in youth interested in computer games had different styles. This descriptive study, of Ali - comparable to the population of all adolescents and young son in Zahedan referring to Internet gaming, including 25 who were Internet gaming, sampling study, a random cluster eight of the Internet gaming as a lottery pick and the notes referring to the game in question, a sample consisting of 156 subjects were selected randomly. ANOVA results showed that there is significant difference between the desire to communicate in different interest-oriented style computer game (massive online team, individually and in combination), a ($P \leq 0.01$) significant level. Thus wide audience interested in style online game combines style of team and desire to communicate more interested in playing styles were individual computer. The results showed that desire to communicate on subjects such as Internet gaming and both places (home - Internet gaming) as their site was the subject of the only home as a place of interest for the game was found.
Keywords: desire for communication, social support, computer games, game style

Introduction

Games have been eternally. Double play and lifetime companion of infants, children, and adolescents, respectively. In ancient artwork, toys, or children playing with mask display can be seen. Picture world without children and children without games, if not impossible, at least very difficult(Hughes, 1999, translated by Ganji, 2008). Considering that in any period of time, depending on the features of that time, certain games are considered the various segments of society, with advancement of technology today, particularly in mass communications, IT, and network, we see that both games similarly, and there has been progress.

In fact, before you begin to talk about computer games, is best known computer games and know that it is different from other media (books, TV, movies, etc.). According Granic et al., (2014) the most important distinguishing feature of video games is that they are interactive. Players cannot passively surrender trajectory of play, but video games are designed so that players actively keep in touch with your system and the system in front, the players react to intentional behavior. Computer games, voluntary activity that player knows, the game is different and this makes his living space he felt the joy of winning in game (Rastgar, 2103). Despite communication is process of social evolution and formation and survival of human groups and relationships within group is required, communication mechanism through which beings and extends relations are established between human (Bastani, 2007). In addition, in last two decades, information and communication technologies, many aspects of social life have changed and evolved. One of the areas affected by these technologies is entertainment and leisure. Focus on finding a home in leisure, personal being Leisure saturated with new media and computers, new features are leisure.

The game selection is one of common people, especially young generation. Various studies the effects of psychological, cultural, social and even political games on the users were examined (Ebrahimi, 2014). Computer games industry in recent years, increasingly growing into other parts of the entertainment industry in the world has experienced in the United States of America so that today 91 percent of children between the ages of 2 and 17 years old, play video only in America in 2010 to more than $ 25 billion video game purchased (Granic et al., 2014).

Despite support such as computer games everywhere we see, but vast majority of research conducted by scientists and psychologists, on the negative effects focused (i.e. Farmanbar et al. 2013, Doran, 2002, Lemola and et al., 2011). Although not numerous investigations in connection with computer games with aggression and social isolation overlooked, but believe Graink et al (2014) in order to understand the impact of video games on children's growth, a more balanced approach needed is not only possible negative effects, but also consider the benefits of the games because of nature of the game changed drastically in the past decade, and its nature is too complex, diverse, realistic and socially, as belief of Jentile and Stone (2005), it's too simplistic to only consider positive and negative effects of all computer games, without the various aspects of the game including the amount, form, content and mechanics to be considered. In addition, the audience was divided into several categories in the world, the first group by age class audience. Other groups on the basis of style or genre and other categories are based on the gaming console is that each audience based on their interests, spends his spare time. Games are a different genre of its genre, the various categories of computer games called. And the genre, short loop between producers and audiences (Rastgar, 2103). According Granik et al., (2014) millions of video game objectives are different. This game can be a competitive, individual, along with other players or with thousands of players online, do variety of devices. Due to diversity, in terms of genre and video games can have various dimensions, creating contemporary assortment of games, every day becomes more difficult. For example, a style of game that is very popular, large-scale team games (MMOG) is a massive multiplayer game, which is three-dimensional simulation of real world, where people are collaborating and competing with each other. Although typically seen as a game, but strong social aspect to show in which players interact with friends, community and are working with others to achieve a variety of goals. With regard to definition of game, or MMOG MMORPG, there are various definitions and descriptions in all online games refers to the fact that millions of people are interested in online

games, has identified each other and simultaneously connected to Internet are playing, for example, is now playing «World of Warcraft» is an example of this genre of computer games in the world with 11.5 million fans enjoyed great popularity (Barnett, Coulson,2010). Williams and colleagues from game«World of Warcraft» as social exercise group had learned, which has its own rules, boundaries and social norms is literal. The main argument is that players quickly learn social skills and social behavior to learn that it is possible to peer and social relationships outside the home environment are extended (Granik, 2014). Also according to Ducheneaut and Moore (2005), games (MMORPGs) have become highly complex social world. So that more of goals is simple. Because in this type of game, opportunity for social learning, such as: how to meet people, how to manage small group and how to work with people. But the struggle between good and evil are central in action genre and void as not representative of their task is to fight evil (Jalalzadeh & Doran,2009). Combining style and game play that style of game, including individual action, first person, third person, racing, online and other styles in its place. So instead of video games and the effects of traditional rubber audiences examine whole, it is important to match genre and style used in computer game given our desired and whether individual or group, or a competitive game. Therefore, in this study we sought to answer the following questions;

1- Is there difference in willingness to engage young people interested in different styles of games?

2- Is there difference in willingness to engage young people interested in computer games with an emphasis on the games' place?

Method

This research method is descriptive, causal - is comparable. The population consisted of all children and adolescents are referred to Zahedan's game net, which registered 25 in Internet gaming organizations are Culture and Islamic Guidance. Sampling for this study was a randomized cluster. So first prepared a list of Internet gaming, Internet gaming was 25, among them eight Internet gaming, Internet gaming as a lottery pick, and then the clients desired sample were selected randomly.

Tools

A. Questionnaire Desire to Communicate

This test has 12 questions are provided by Mac Croskey as Yes (1) No (zero) is scoring. The test retest reliability and validity by Mac Croskey 0.92 to 0.79 reported. In research conducted by Mansour Beirami, through test-retest reliability of the test after four months of 0.72 and internal consistency by Cronbach's alpha test items for 12 items is 0.69(Beirami et al., 2102).

After data collection, data analysis was descriptive and inferential statistics, in the description of the parameters of frequency, percentage, mean, median, standard deviation, and inferential statistics test, ANOVA and Scheffe post hoc test was used.

Table 1. Information related to computer game enthusiasts

		n	**%**
sex	Man	156	100
age	7-10	11	7.1
	11-15	71	45.5
	16-20	34	21.8
	21-25	28	17.9
	26-30	12	7.7
	Less than a year	28	17.9

History of computer games	1 to 2 years	13	8.3
	3 to 4 years	37	23.7
	5 to 7 years	2	1.3
	More than 8 years	76	48.7
Hours of play during the day	½ to 1 hour	42	26.9
	1 to 2 hours	29	18.6
	2 to 3 hours	4	2.6
	4 to 5 hours	5	3.2
	More than 5 hours	76	48.7
Favorite place for computer games	House	35	22.4
	Internet gaming	48	30.8
	Home and Internet gaming	73	46.8
Favorite style	Large-scale online games team	61	39.1
	Individual games	58	37.2
	Hybrid Games	37	23.7

Table 2: Measures of central tendency of the sample group on the favorite playing style and favorite playground

Variable	Style computer game	Frequency	Mean	SD
Desire to communicate	**Extensive online team**	61	8.80	3.35
	Single	58	4	3.51
	Hybrid Games	37	7.4	2.33
Desire to communicate	**House**	35	3.02	2.85
	Internet gaming	48	8.83	3
	Both places	73	7.02	3.51

First question: Is there difference in willingness to engage young people interested in different styles of games?

In order to analyze the data related to the research questions, the way ANOVA was used. The results are presented in tables.

Table 3 - ANOVA test results, to compare the desire to communicate variety of computer game style

Variable		Sum of Square	Df	Mean of Square	F	Sig.
Desire to communicate	**Between groups**	711.051	2	355.525	34.459	0.001
	Within groups	1578.558	153	10.317		
	Total	2289.609	155			

As can be seen in Table 3, according to test results ANOVA (F =34.459) obtained shows that there is significant difference between desire to communicate in different groups interested in computer game styles (Online extensive team of individual and combination) (P <0.01).

Table 4. Scheffe's test results to compare the desire to communicate in a variety of styles of computer games

Variable	Style of computer game		difference mean	SD	Sig.
Desire to communicate	Extensive online team	Individual games	4.803	0.589	0.000
		Hybrid Games	1.397	0.669	0.116
	Individual games	Individual games	-4.803	0.589	0.000
		Hybrid Games	-3.405	0.675	0.000
	Hybrid Games	Individual games	-1.397	0.669	0.116
		Hybrid Games	3.405	0.675	0.000

As can be seen in Table 4, Scheffe's test showed that the desire to communicate, among a wide audience online style team with individual style, there is a significant difference. As well as between individual styles combined with the style of play there is a significant difference. But differences in the willingness to engage in a wide online audience playing style and team style games combined were observed. The team and play a wide audience online style games combined have the greatest desire to communicate.

Table 5. ANOVA test results, to compare the desire to communicate, according to the play area

Variable		Sum of square	df	Mean of square	F	Sig.
Desire to communicate	Between groups	698.026	2	349.013	33.551	0.001
	Within groups	1591.583	153	10.403		
	Total	2289.609	155			

As can be seen in Table 5, according to test results ANOVA results show that the desire to communicate with the audience to focus on the game-play (Internet gaming, home, or any two places), there is a significant difference.

Table 6: Results of Scheffe's test, to compare the desire to communicate, according to the game

Variable	Styles of computer game		mean difference	Standard Error	Sig.
Desire to communicate	Game net	house	-5.804	0.716	0.001
		Both of them	-3.998	0.663	0.001
	house	Game net	5.804	0.716	0.001
		Both of them	1.805	0.599	0.001
	Both of them	house	3.998	0.663	0.001
		Game net	-1.805	0.599	0.001

As can be seen in Table 6, Scheffe's test showed that, in terms of willingness to engage with the game on the location (home, Internet gaming, both locations) there is a significant difference in pairs, so that the subjects that (home, Internet gaming and home and both locations) for the game, the difference in level ($P \leq 0.01$) is significant. But the subject that (Internet gaming and both them) for the game, choose the level ($P \leq 0.05$) is significant. Considering the average of the results it can be concluded that the subjects that Internet gaming or both locations was not for the desire to communicate more, to the subject that was home to a place.

Discussion and Conclusion

If our human relationship was not huge building human culture, and no one of the great achievements of the human foot, such as the language and script was not created (Bastani, 2007). A variety of factors can affect social

interaction and a desire to communicate in adolescents. Among these factors are the school, the friends, family, the media and noted that each of these factors and other factors play a role in the socialization of young people,but with the growing pervasiveness of computers and new computer games that have made significant progress in recent years cannot play a role in socializing and communicating with friends may tend to be overlooked. Because if you refer to Table 1, would see findings of this study that suggested demographic 48.7% of subjects over 8 years of experience in computer game.

And 48.7% of subjects on average 5 hours a day doing these games,. Although the Commons, computer games are seen as a time to spend in vain, but the game and its players are the conditions that cause them to be different incentives, the incentives can be in workplaces, schools and the desire to communicate to others extended. Furthermore, individual differences in the character of the players and their preferences for different game genres and styles can have different effects their motivation and communication. For example Green and Bavelier (2012), the research found that increasing mental function was observed in all genres and playing styles but the most severe effects on mental performance of the play "shooting" and not games such as "role-playing and puzzle».

The results of this study showed that the enthusiasm for communicating the various groups interested in different styles of computer game (massive online team, individually and in combination), a significant difference ($P \leq 0.01$) certainty so wide audience online style games and team games are combined with the highest average willingness to communicate. The results of the study by Wells et al., 2012, (according to the Granik 2014) that computer games partnership, co-operative members more than when the players who play competitive.

The results of Yee were consistent which audience reception by supporting others and helping others and enjoy interacting with others.

It seems that players learn important social skills, interaction and desire to connect with others in the game to learn because of Jentile and colleagues (2009) as the correlation length and was experimental, the results show that: social learning video games, in addition to being associated with social learning behavior, predicting social behavior is learned. Also at the beginning of the school year, children who play games more social learning, at the end of the year, most likely, more show helping behavior, the results of this study with previous research Jentile et al (2009), Coole et al. (2007) was in line by the post as well as in research and Nilsson (2013) was performed, the results showed that even the most violent games on the market (Grand Theft Auto IV, Call of Duty, etc.) cannot learn social behavior they learned from the game faded.

With regard to the second question results showed that the desire to engage in gaming audience with an emphasis on the game (Internet gaming, home, or in both places), there is a difference Mnardary ($P \leq 0.01$). The subjects that Internet gaming or home - Internet gaming was not for the desire to communicate more, to the subject that was home to the place.

In a study by Yi (2006) was done, the analysis showed that the 10 components of the motivation for them to online games, there are three main groups (success, social and attractiveness) divided. First, players will enjoy the progress and success. Second, through the support of others and helping others and enjoy interacting socially with others and thirdly by drowning in pleasure to play. Steinkuehler and Duncan also the only game «World of Warcraft» presented the results of the analysis showed that 86 percent of the issues raised in the community of gamers play with the discussions that followed the construction of social knowledge, is made rather ironic jokes and ridicule others.

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